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THE ROLE OF DISTRIBUTIVE TEACHER EDUCATORS IN ADULT EDUCATION.

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TEACHER EDUCATORS FROM 22 INSTITUTIONS IN 20 STATES RESPONDED TO AN INQUIRY FROM ASKING THEM TO LIST ANY FUNCTIONS THEY PERFORMED IN ADULT EDUCATION DURING A 2-YEAR PERIOD. THE FINDINGS SHOWED NO IDENTICAL PATTERN OF OPERATION. ONE-SEVENTH OF THE RESPONDENTS REPORTED THAT THEIR INSTITUTION CHARGES FEES FOR THEIR SERVICES AS CONSULTANTS, AND OVER 50 PERCENT PERFORMED CONSULTATIVE FUNCTIONS AS A SERVICE WITHOUT FEES. THE SERVICES OFFERED TO SCHOOLS AND BUSINESSES SEEMED TO HAVE MORE CONSISTENT PATTERNS OF RESPONSE. APPROXIMATELY ONE-HALF OF THE TEACHER EDUCATORS TAUGHT ADULT CLASSES, AND ABOUT 40 PERCENT DID NOT PERFORM ANY FUNCTIONS IN FIELD INSTRUCTION. SLIGHTLY OVER ONE-HALF VISITED THE LOCAL SCHOOLS TO ASSIST IN SUPERVISION AND ADULT TEACHING. GENERALLY, THE TEACHER EDUCATORS EXPRESSED AN INTEREST IN RESEARCH, BUT LESS THAN ONE-THIRD HAD ANY UNDERWAY AT THE TIME OF THE SURVEY. RECOMMENDATIONS INCLUDED DEVELOPING STUDIES TO--(1) COMPARE THE ACTUAL FUNCTIONS PERFORMED BY TEACHER EDUCATORS WITH THEIR EXPRESSED INTENTIONS AND PHILOSOPHIES AND (2) COMPARE THE STATED FUNCTIONS OF THE TEACHER EDUCATORS WITH THE FUNCTIONS THAT THE STATE SUPERVISORS BELIEVE ARE THE DUTIES OF THE TEACHER EDUCATOR. APPENDIXES CONTAIN A 22-ITEM SURVEY FORM AND THE LETTER ACCOMPANYING IT, A SCALE FOR EVALUATING ADULT EDUCATION STUDENT TEACHING EXPERIENCE, AND A LIST OF RESPONDING INSTITUTIONS. (SL)

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The Role of Distributive Teacher Educators in Adult Education

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FOREWORD

The Council for Distributive Teacher Education was organized and its constitution adopted at the annual meeting of the American Vocational Association on December 5, 1961. Membership in the Council is composed of teacher educators for distributive education and other professional education personnel interested in the preparation of teachers of distribution.

This series of professional bulletins summarizes pertinent research and other types of investigations relating to distributive teacher education. In doing so, the series implements some of the aims of the Council, among them "... to stimulate the production and use of research..." and "... to encourage the development and improvement of standards..."

This study is a summary of the activities of institutional educators as they reported them, and no attempt is made to evaluate or criticize, although some recommendations emerge as an end-product. It is hoped it may lead to a critical examination of the activities, intentions, and functions of teacher educators for distributive education so that evaluation may determine guidelines for program improvement.

This bulletin is a report of an investigation conducted by Fairchild H. Carter of Indiana University, and edited by Peter G. Haines, President, Council for Distributive Teacher Education.

INTRODUCTION

The discipline of distribution is a relative newcomer in the subject matter areas. Teacher education for such a new body of knowledge is likewise young. It must borrow from experience in other areas, experiment, adapt, reject, revise, and develop as dynamic a system as possible within realistic limits of time and money in order to serve best the function it is designed to perform.

Historically, in the comparatively short span of its existence, distributive education has become a robust program in many areas and must exchange information concerning practices, successes, and failures to continue to develop nationally.

Teacher educators in the field of distributive education appear to be uniquely agreeable to such cooperative efforts, evidenced by the interest and responses in studies such as this.

DEFINITION OF TERMS

Adult Distributive Education - instruction offered to adults or out-of-school youth over sixteen years of age who are employed in distributive occupations. It is chiefly of an upgrading nature, offered on a part-time basis.

Consultant - a recognized expert in a specialized field, not vested with administrative authority, whose advice is sought by the organization in the improvement of its operation and/or facilities.

PROCEDURES

During the past few years, at regional and national meetings and conferences, it became apparent that there were many divergent patterns of operation employed by the teacher educators for distributive education located in various institutions operating teacher education programs. Anticipating that an investigation into the various modus operandi might be valuable as well as illuminating, the leadership of CDTE decided to collect and report the practices of distributive teacher educators for adult education.

A letter (Appendix A) was sent to each teacher educator listed in the Directory of Teacher Educators for Distributive Education furnished by the Distributive Education Branch of the United States Office of Education. It was requested that each teacher educator list any function he performed in

adult education during the last two years. Responses were received from 25 institutions in 23 states.

The items listed in the responses to the query were listed and grouped in areas of similarity. An inquiry form (Appendix B) was developed and submitted to the same group with another letter (Appendix C). Responses to the final questionnaire were received from 22 institutions in 20 states. Because the number of persons involved was small, the percentages could be changed materially with a slight change in actival responses.

FINDINGS

The responses were arbitrarily divided into five groups for purposes of analysis and discussion. There is bound to be overlapping in performance. The divisions were:

I. Organizational patterns, including administration, supervision, evaluation, financing, sponsorship, and time allocation.

II. Services performed for business organizations or groups, including courses presented.

III. Services performed for teachers and local school systems.

IV. Services performed for both business and school organizations.

V. Professional affiliations, organizations, research, comments, and suggestions.

PART I

Organizational patterns, including administration, supervision, evaluation, financing, sponsorship, and time allocations.

Line and staff relationships within the institutions surveyed show no identical patterns. Most of the respondents, however, did show themselves as faculty in the school of education. Some of the distributive teacher educators were located in the business education section of a school of business. Some operate as a part of the extension division. A small percentage were responsible to the dean of arts and sciences. In some institutions, the teacher educator is responsible to different deans for various functions.

Responsibility of Institutional Teacher Educators for Function Performed

	Dean School of Education	Other Dean	State	Extension Division	Local School
	Head, Voc. Ed. Dept.				
Adult conferences and noncredit classes	5	3	5	2	1
Itinerant instruction	3	1	6		1
	Head, Voc. Ed. Dept.	Bus. Sch.			
Total teacher education program	11	2	2		

Some teacher educators have no itinerant instructor function and some respondents admitted no responsibility for a total teacher education program.

About 30 per cent of the teacher educators supervise field instruction, two thirds are involved in occasional teaching of employed adults and 75 per cent will render assistance to local school personnel in the development of programs.

Budget provisions. With reference to the budgeting for the costs of the adult education activity, 50 per cent included them as a part of the teacher education budget. Almost 25 per cent did not respond and slightly over one fourth did not differentiate between the costs incurred in formal teacher education and activities for adult education. Some specific comments of note were expressed. One of the respondents noted that all income for the adult education program was secured from the participant's fees. Another said the budget made no provision for adult education. A third said he performed his adult education services under a separate budget provided by state funds to the institution's continuing education service. Another institution had an account for itinerant instruction which acted as a revolving fund financing deficit costs and receiving fees paid by the students.

Sources of funds. Approximately one third of the respondents did not respond to the query concerning sources of funds. Slightly less than one third identified state funds as the source of reimbursement, while one third used both state and federal funds. One institution uses federal funds only for matching their funds in the adult education budget.

Fees charged by the institution for consultative services.

One seventh of the respondents noted that their institution charged fees for their services as consultants. Over 50 per cent perform consultative functions as a service without fees, and no information was furnished by one third of the respondents. In some cases, no responses could be interpreted to mean that no consultative services were performed.

Fees for consultative services by the teacher educator as an individual.

More than 50 per cent of the teacher educators who responded are allowed under the policy of their employers to charge for consultative services as an individual. Less than one fourth are definitely prohibited from receiving consultants' fees according to the policies of their institution. No response to this item was received from approximately 30 per cent of the respondents and it was suggested that the item was not a matter of consideration for some of them.

Evaluation activities of teacher educators in adult education.

Less than 50 per cent of the teacher educators noted any evaluation activities of any kind. Those who did respond expressed a great deal of range in personal participation in such activities and listed such items as:

Evaluation at end of each workshop
Visit graduation exercises
Use follow-up questionnaires
Visit student teachers
Weak and strong points discussed
Use training profile and guide
Use evaluation forms

The amount of time devoted to evaluation by those who designated such an activity varied from one fourth of one per cent to 5 per cent. Minnesota returned the evaluation form they are currently using for adult education evaluation. It is Appendix item D.

Amount of time allocated to adult education.

The institutional teacher educators who have responsibility for some functions in adult education spend from 5 per cent to 100 per cent of their time in such assignments. A majority of the respondents, however, estimated they devoted about 20 to 25 per cent of their time to adult education activities.

Use of local distributive education personnel in planning and promoting institution-sponsored programs.

Less than 30 per cent of the teacher educators employed local distributive education personnel to assist them in planning and promoting institution-sponsored programs. Some of the respondents who do not use local personnel for such functions mentioned they do not sponsor programs directly in which they could use such persons. Less than half the institutions sponsor noncredit adult distributive education courses directly.

PART II

Services performed for business organizations or groups, including course presentation.

Approximately half the teacher educators taught adult classes for personnel employed in the distributive occupations in the areas of development of supervisory personnel, sales, foreign trade, recruitment, management, sales promotion, and public relations. About 40 per cent do not perform any functions in field instruction, and the remainder only do such work occasionally. Those who do listed specific organizations and activities as:

Organization	Courses
Hotel Association	Hotel Management
Sales Executive Club	Sales Development Series
Chamber of Commerce	Export Seminar
Chamber of Commerce	Tourist Club
Rotary Club	Foreign Trade Course
Local Banks	Small Business Management Clinic
Restaurant Association	Small Business Management Clinic
Paint Dealers Association	Food Sales Development
Grocers Association	Sales
Lumber Dealers	Personnel Development
American Collectors Association	Consultative
Tourist Resort Association	Procedures
Wholesalers	Promotion
Retail Association	Supervisory Clinic
Oak Ridge Chamber of Commerce	Supervisory Clinic
National Tool and Die	SBA Clinic
State Highway	Institute
Cosmetology Association	Job Instruction Training
Society of Architecture	Institute
Social Security Association	Institute
Transportation Association	District Officer Training
Petroleum	Supervisory
Pharmacists	Retail Gas
Hardware Association	Sales Personnel Training
Pharmacists	Personnel Recruitment
	Public Relations

Other courses listed as being taught were:

Sources of Aid and Information
Principles of Salesmanship (for route driver salesmen)
Municipal Management
Learning the Tourist Needs
National Institute for Audio-Visual Selling
Short Course in Restaurant Management
Dining Room Management
Display
Retail Advertising Clinic
Better Business Communications
Conference Leadership
The Corrective Interview

PART III

Services performed for teachers and local school systems by distributive teacher educators.

The performing of services by the teacher educators for local school systems and teachers was mentioned in Part I of Findings when functions and assignments were discussed.

They assist the local systems by supervision of field instruction, by actually teaching the adult classes in some instance, and by performing staff functions for the local coordinators by assisting in promotion, program development, and furnishing of instructional outlines for the offerings in adult education.

Slightly over one half of the teacher educators visit the local schools for these purposes. Those who do, make from one to forty visits a year in total. Some visit only upon request and some spend as much as 25 per cent of their time in such work.

PART IV

Services performed by distributive teacher educators which assist both business organizations or groups and schools.

Less than 30 per cent of the respondents had offered noncredit courses for contingent or occasional teachers during the last two years. Those who did presented courses in teacher education for telephone sales personnel trainers, waitress instructors, and local or statewide itinerant call staff personnel.

Approximately two thirds of the institutional teacher educators for distributive education worked with steering and advisory committees of business people and local educators in planning and developing adult programs for trade groups. Specifically mentioned were:

American Hotel Institute
State Hotel Association
American Collectors Association
Automotive Wholesalers
Retail Merchants Association
General Telephone Company

Restaurant Association
State Tourist and Resort Service
Wholesalers Association
Lumber Dealers' Association
Retail Division of Chamber of Commerce
Wholesale Furniture Association
Salesman Association
Architectural Hardware Association
Cosmetology Institute
Statewide Advertising Committee
Local Dairy Association
Greater State Association

Less than 30 per cent of the teacher educators did actual promotion of classes. Those who did mentioned:

Hotel Supervisory Development
Cosmetology Institute
Supervisory Communications Conference Teaching
Tourist Information
Small Business Management Clinics
Retail Merchants Association Classes
Supervisory Personnel Training

Almost 40 per cent of the teacher educators remarked that they reviewed and revised course outlines in cooperation with the actual developers of the materials and with the instructors who presented the materials to the adult classes. Titles mentioned were:

Merchandising the Smaller Store
Supervising Human Relations
Wholesale Management
Personnel Development Programs
Architectural Hardware
Cosmetology Institute
Restaurant Management
Salesmanship
Food Service
Sales Clinics

Almost 60 per cent of the respondents assisted in business seminars and conferences during the two-year period covered in the reports.

PART V

Professional organization affiliations, research, comments, suggestions.

The professional affiliations listed by the respondents included the entire gamut of professional organizations for specific and allied fields of vocational education, as well as general education groups. Some honorary fraternities were mentioned, and a few identified themselves as members of trade and business associations. The following were identified:

Council for Distributive Teacher Education
National Association State Supervisors Adult Education
National Retail Merchants Association
Sales and Marketing Executives

Training Directors
Delta Pi Epsilon
Phi Delta Kappa
American Vocational Association-
State Education Association
National Education Association
Local Teachers Association
State Vocational Association
National Association of Distributive Education Teachers
National Association of State Supervisors of D. E.
Council for Adult Education
State Distributive Education Association

Less than 30 per cent of the educators identified any research in adult education in the period covered by the questionnaire. Those who did mentioned such items as a review of the projects, surveys, and studies conducted by field instructors, an analysis of attendance reports, and surveys of service performed for the staff and institution.

About two thirds of the respondents had suggestions for changes in current practices in their institutions, and included in the composite list were such items as:

Train more instructors and coordinators
Secure more funds
Have person available to travel state
Employ research person
Add to state staff
Provide more courses in adult education at graduate level
Prepare better qualified teachers
Obtain longer training time
Emphasize local coordinator's responsibility for development program

SUMMARY AND CONCLUSIONS

The findings of the study demonstrate the freedom of decision for operational patterns and the lack of rigid structuring in the varied state patterns of activities of distributive teacher educators for adult education.

There appears to be a tendency to identify the programs with the school of education in the institutions rather than other divisions, and it appears that teacher educators perform in some states what are considered state staff functions in others.

The differences which occur in budget provisions for adult education may be due to differences in the flexibility of institutional budgets compared to the rigidity of state department budgets or vice versa.

Sources and proportions of funds are as varied as operational policies and depend upon such vagaries as political affiliation and philosophies about federal aid to education.

The charging of fees is virtually on an individual basis.

Evaluation activities of the teacher educators for adult education appear to be arrayed along a continuum from minutely detailed to non-existent.

Time allocations and working arrangements with other-than-institutional personnel, too, seem to have no pattern.

The findings concerning the services offered to the schools, to business, and to the combination seemed to have more consistent patterns of response than did the operational patterns of the various institutions and states concerned with the instruction. It would appear that comparable groups are served in similar ways in the several states.

Membership in professional and business organizations was very common but demonstrated few identical patterns.

Generally, the teacher educators expressed an interest in research but less than one third had any underway at the time of the survey.

The suggestions for change, of course, emphasized more funds and more and better prepared personnel.

Very obviously, there is a great deal of diversity in practice because of differences in state plans, personnel, institutional leadership, precedent, patterns of support, and philosophies.

There is a great deal of interest and similarity in the two problems of more adequate financial support and better prepared personnel.

RECOMMENDATIONS

1. Conduct program evaluation in terms of others' patterns of operation.

2. Develop a study comparing the actual functions performed by teacher educators with their expressed intentions and philosophies.

3. It would be interesting to have available a study comparing the stated functions of the teacher educator with the functions that the state supervisors believe are the duties of the teacher educator.

APPENDIX A

The Council for Distributive Teacher Education is interested in ascertaining the responsibilities of teacher educators in the field of adult education. It appears the assignments are so nebulous as to be indefinable, but we will appreciate it if you will send a list of the functions you have performed over the last two years in adult education.

We will arrange them into categories and re-submit them to all the teacher educators listed in the Directory from the Distributive Education Branch of the United States Office of Education. The findings will be reported and distributed to all the participants and other interested parties.

Very truly yours,

Fairchild H. Carter

FHC:llf

This letter was sent to all teacher educators listed in the Directory of the Distributive Education Branch of the United States Office of Education.

APPENDIX B

Practices of Distributive Teacher
Educators for Adult Education
Two-year period beginning Fall Term 1960,
Ending Summer Term 1962

1. List workshops, institutes, and conferences held on or off campus during the last two years for local educators who direct and organize adult courses.

Title	Offered (session)

2. List adult education (noncredit) classes or courses taught by teacher educators during the last two years.

Title	Offered (session)	Time by hours	Off or on Campus

If on campus, what per cent of professional load was allocated to this activity? Assume 15 hours as a normal load. _____

3. List noncredit courses for teacher education for contingent or occasional teachers offered by the institution during the last two years.

Title	For Whom	Length of Class

4. List activities with steering and advisory committees of business people working with trade groups in planning adult programs.

Groups	No. of Meetings	Hours Spent in Meetings

5. List promotion of adult education courses.

Name of Class	What did you do? Talk, Flyer, etc.?

6. Consultative visits to local schools for the purpose of advising concerning adult education.

Number	Extent of Service

7. Show line and staff arrangements, assignments and responsibilities with which the institutional teacher education program is related. Please diagram on back of page using broken lines for staff and solid lines for authority.

e.g. Business Department
Education Dean or Department
Extension
Special Services
Other

8. Is the adult education activity in which the teacher educator is involved included as part of the teacher education budget?

Yes_____ No_____ Exceptions_____

_____

What type of reimbursement is used? State_____ Federal_____

9. Does your institution charge for consultative services? Yes_____ No_____

10. Can you charge for consultative services as an extra-institutional function? Yes_____ No_____

11. List activities involved in preparation and revision of topical outlines, instructional units, courses and instructional aids for adult education.

Title of Course	Aids	Outlines

What per cent of your time is devoted in this?_____ %

12. List evaluation activities concerning adult classes and presentations in which the teacher educator is involved.

Evaluation_____

Criticism_____

Instruments used_____

% of time allocated to this?_____

13. What professional affiliation do you have in groups such as American Adult Education Association, SME, etc.?

Please list:

14. List activities of the teacher educator for research in the field of adult distributive education.

15. How should the practices be changed in order to facilitate development of programs of adult distributive education in your state or institution?

16. List the TE in your institutions and the per cent of time of full load they spend in adult education.

17. Have you ever employed local DE personnel part time in planning and promoting adult classes sponsored by your institution?

18. Who is your direct superior for:

	Dean Sch. of Education	Other Dean	State	Extension	Local Sch.
a. Adult conference and non-credit classes					
b. As an itinerant instructor					
c. Your total TE program					

19. Do you offer noncredit Adult DE courses through your institution?

Yes_____ No_____

20. How are you involved with the overall Adult DE program? (Check applicable items.)

_____ supervision of field instructor (s)

_____ occasional instruction

_____ assistance to local coordinators

Comments:_____

_____

_____

21. Have you been working with business organizations or trade associations in offering adult classes?
Yes_____ No_____

Please list the organizations contacted and briefly describe the activities undertaken:

ORGANIZATION	ACTIVITY
_____	_____
_____	_____
_____	_____
_____	_____

Comments:_____

_____

_____

_____

_____

_____

22. Do you assist in offering business seminars or conferences? Yes_____ No_____

Please list some of your recent conferences and briefly mention your involvement.

_____

_____

_____

_____

Comments:_____

_____

_____

General Comments:

Check here if you would like to receive a report of preliminary findings based on these questionnaires. Yes_____ No_____

Name_____

Position_____

School_____

Address_____

THANK YOU

APPENDIX C

October 15, 1962

Practices of distributive teacher educators for adult education vary from state to state and institution to institution. In order to appraise the actual functions of the teacher educators in this area of their work, the Council of Distributive Teacher Educators is surveying for practices now currently operating in the institutions listed in the Directory of Teacher Educators for Distributive Education as published by the Distributive Education Branch of the Division of Vocational Education in the Office of Education of the U. S. Department of Health, Education, and Welfare, Washington, D. C.

Please complete the enclosed form as completely as possible and return in the enclosed envelope.

Specific case illustrations would be helpful where possible. It is hoped that the information may be ready for distribution by the time of AVA Convention in Milwaukee the first week in December.

Please do not confuse this with the research being done by Ed Scannell as we hope to have the results from both studies.

Write on the backs of the pages for more space if necessary. We will send each member a copy of the findings.

Very truly yours,

Fairchild Carter

FC/ss

Enclosed envelopes

This letter was sent to all teacher educators listed in the Directory of the Distributive Education Branch of the United States Office of Education.

APPENDIX D

SCALE FOR EVALUATING ADULT EDUCATION STUDENT TEACHING EXPERIENCES

Student _____
Supervising Teacher _____

University of Minnesota
Distributive Education
Date _____

		Circle One *					
I.	COMPETENCIES						
	A. Appraising Adult Instruction						
	1. Ability to appraise adult instruction methods	* 5	4	3	2	1	n. a.
	2. Ability to appraise student teacher relationships	5	4	3	2	1	n. a.
	3. Ability to appraise classroom management	5	4	3	2	1	n. a.
	B. Administrative Procedures						
	1. Understanding of federal, state, and local regulations	5	4	3	2	1	n. a.
	2. Knows how to determine course offerings	5	4	3	2	1	n. a.
	3. Ability in enrollment procedures	5	4	3	2	1	n. a.
	4. " to keep attendance records	5	4	3	2	1	n. a.
	5. " to keep student records	5	4	3	2	1	n. a.
	6. " in caring for library, A-V materials, equipment	5	4	3	2	1	n. a.
	7. " to counsel adult students	5	4	3	2	1	n. a.
	8. Understanding of advisory committee procedure	5	4	3	2	1	n. a.
	9. " the selection of new teachers	5	4	3	2	1	n. a.
	C. Public Relations Techniques						
	1. Ability to write flyers, news articles, brochures	5	4	3	2	1	n. a.
	2. " to conduct a follow-up program (telephone)	5	4	3	2	1	n. a.
	3. " to solicit class members individually	5	4	3	2	1	n. a.
	4. Understanding of how to set up a course	5	4	3	2	1	n. a.
	D. Skill in Instruction						
	1. Skill in instructional planning	5	4	3	2	1	n. a.
	2. " in using instructional methods	5	4	3	2	1	n. a.
	3. " in classroom management	5	4	3	2	1	n. a.
	4. " in classroom leadership	5	4	3	2	1	n. a.
	E. Teacher Education of Adult Instructors						
	1. Understanding of induction training	5	4	3	2	1	n. a.
	2. " of in-service training	5	4	3	2	1	n. a.
	3. " how to teach instructional planning	5	4	3	2	1	n. a.
	4. Knowledge of available literature in adult teacher education	5	4	3	2	1	n. a.
II.	BEHAVIOR CONTROLS						
	A. Knowledges						
	1. Understanding of adult learners	5	4	3	2	1	n. a.
	2. " of principles of learning	5	4	3	2	1	n. a.
	B. Interests, Attitudes, Ideals						
	1. Professional attitude toward his work	5	4	3	2	1	n. a.
	2. Attitude toward criticism	5	4	3	2	1	n. a.
	3. Open-mindedness	5	4	3	2	1	n. a.
	C. Generalized Skills						
	1. Voice, expressiveness, and use of English	5	4	3	2	1	n. a.
	2. Ability to meet people	5	4	3	2	1	n. a.

III. ESSENTIAL QUALITIES

1.	Intelligence (including personal and professional judgment)	5	4	3	2	1	n. a.
2.	Emotional stability (poise)	5	4	3	2	1	n. a.
3.	Reliability (dependability, responsibility, promptness)	5	4	3	2	1	n. a.
4.	Leadership (forcefulness)	5	4	3	2	1	n. a.
5.	Adaptability	5	4	3	2	1	n. a.
6.	Attractiveness (appearance, dress)	5	4	3	2	1	n. a.
7.	Considerateness (courtesy, tact, and sympathy)	5	4	3	2	1	n. a.
8.	Initiative (originality, resourcefulness)	5	4	3	2	1	n. a.
9.	Enthusiasm, energy, drive	5	4	3	2	1	n. a.
10.	Sense of humor	5	4	3	2	1	n. a.

Sum of items scored_____ No. of items scored_____ Average score_____

Average Score	Grade
4. 5-5. 0	A
3. 5-4. 4	B
2. 5-3. 4	C
1. 5-2. 4	D

Letter Grade_____

STATEMENT CONCERNING ESTIMATE OF PROBABLE SUCCESS

(Include reasons for any trait rating of 2 or less, strong points, and weaknesses.)

*5--Superior, 4--Good, 3--Average, 2--Poor, 1--Very Poor, n. a. --Not applicable

APPENDIX E

At the time this summary was made, responses had been received and recorded from:

Richmond Professional Institute
University of Georgia
Colorado State College
State College of Iowa
University of Kentucky
State University of New York College of Education
Arizona State College
The University of North Carolina
Virginia Polytechnic Institute
University of Idaho
Michigan State University
University of Alabama
The University of Tennessee
Western Michigan University
Temple University
University of Minnesota
Ohio State University
University of North Dakota
Colorado State University
Missouri Department of Public Instruction
Indiana University
California Bureau of Junior College Education